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ABSTRACT

This bibliography on early childhood (toddler to about age six) and early childhood education is divided into three main sections: annotations of monographs and selected papers, notes on journal articles, and abstracts of research reports. These are followed by a brief section on nonconventional (usually mixed media) materials on early childhood education. An effort has been made to include a sample of general or background publications, historical surveys, descriptions of programs in Canada, the United States, and elsewhere; statements of philosophies behind early childhood education; and relevant research reports. Most titles date from the later 1960s, and works published as recently as April 1973 are included. (Author/KM)

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EARLY CHILDHOOD EDUCATION

A selected, annotated bibliography

PS 006563

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YORK COUNTY BOARD OF EDUCATION
MAY 1973

INTRODUCTION

In the materials reviewed in this study, "early childhood" covers an indeterminate age span from toddler to about age six. "Early Childhood Education" includes the learning experiences of these young children in day-care centres, nursery schools, and kindergarten classes. These "early" years, according to the literature, are most critical for promoting the cognitive, social, and intellectual development of children.

The importance of providing learning opportunities in these formative years has been increasingly documented by research studies in the 1960's. Developmental psychologists argue that growth is a cumulative process, each development paving the way for the next. Early experiences foster or retard later development: tomorrow is the best reason for educating the "preschool" child today.

In the past decade the focus of interest has shifted somewhat from concern for the physical well-being of younger children to the psychological development or intellectual stimulation of this age group. Custodial care of "preschoolers," an increasing concern as the proportion of broken marriages grows and as more women join the labor force, also has turned the spotlight on the institutions and programs to which young children are being committed. And even where the traditional nuclear family prevails, the home may not prepare the child well either for formal schooling or life more generally. It was widely accepted in the 1960's that children from "disadvantaged" backgrounds needed the social and mental stimulation of the "preschool" environment to avoid progressive retardation in later years. "Head Start" projects and other "intervention" programs flourished in the United States and in Canada as well as elsewhere.

The downward extension of the school system (locally as "junior kindergartens" or "early admission" programs) have raised a host of controversial issues. What kinds of programs should be offered, who should conduct them, should all children attend, and are the programs really effective?

In private nonprofit or proprietorial nursery schools many of the issues are identical, such as the arguments for unstructured versus structured programs, the debates on the role of the parent and on the degree of community involvement. However, there is almost universal agreement that day-care facilities, public or private, should be something more than baby-sitting services.

This bibliography is dedicated to all working with or just sincerely interested in very young children. This publication attempts to annotate works put forward in recent years which are still significant to the issues of the day. We have tried to include a sample of general or background publications, historical surveys, descriptions of programs in Canada, the United States, and elsewhere, statements of philosophies behind early childhood education, and relevant research reports. Most titles date from the later 1960's and works as recently published as April 1973 are included.

The task is demanding. Our load has been made lighter through the kindness of the North York Board of Education which has allowed us to reproduce a number of fine annotations from Early Childhood Education (June 1972), prepared by Sandra Porter under the direction of Harry Greaves, Chief Librarian of the F.W. Minkler Library. These annotations are identified by the letters "NY," as explained below. Even with that generous assistance, the task could not have been undertaken without a Local Initiatives Program grant which permitted the employment of Mrs. Rose Yan, who

combined professional training as a teacher, as a librarian, and as a researcher with remarkable energy and diligence in the execution of this assignment.

This bibliography is divided into three main sections: annotations of monographs and selected papers; notes on journal articles; abstracts of research reports. These are followed by a brief section on non-conventional (usually mixed media) materials on early childhood education.

The majority of the items annotated are available from the Professional Development Library in the Division of Planning and Development, the York County Board of Education offices, Aurora. The remainder are housed either at the F.W. Minkler Library in the offices of the North York Board of Education or in the library of the Ontario Institute for Studies in Education, Toronto. Each annotation is coded to facilitate locating the item:

YC - in the York County Professional Development Library

NY - in the F.W. Minkler Library, North York

YC/NY - in the York County P.D. Library, but annotated by North York

OISE - in the library of the Ontario Institute for Studies in Education.

Brian Burnham
Research Coordinator

May 1973

MONOGRAPHS:

Association for Childhood Education International. Early Childhood: Crucial Years for Learning. (Reprints from "Childhood Education.") Washington, D.C.: Assoc. for Childhood Education International, 1966. OISE

This bulletin contains 22 reprints selected from the publication "Childhood Education." Topics include descriptions of specific nursery school and kindergarten programs, theoretical discussions of language development, teaching methods, and research relevant to early reading instruction. The underlying theme is what preschool education can do to enhance intellectual and emotional development. This pamphlet is designed for parents and teachers.

Association for Supervision and Curriculum Development. Early Childhood Education Today. Washington, D.C.: Assoc. for Supervision and Curriculum Development, National Education Assoc., 1968. YC

The needs of children arising from the shifts in the social contest today emphasize the significance of early childhood education programs. These serve the developmental needs of children. The pamphlet identifies various purposes and analyses critical issues centred around the validity of such programs. The concept of learning readiness, the place of play activities, and structured versus low-structured programs are discussed.

Having presented a case for early childhood education, this manual suggests principles for organising well balanced programs. Sections on personnel and the role of parents are of special interest. It concludes with the criteria for programming and provides guidelines for evaluation.

Auleta, Michael S. (comp.) Foundations of Early Childhood Education: Readings. New York: Random House, 1969. OISE

The five sections of this book are as follows: -

1. a historical and philosophical perspective of early childhood education;
2. psychological and social factors;
3. objectives and programs;
4. resources;
5. some education innovations including articles in learning disorders, etc.

These articles are designed for teachers of children aged 4 to 9.

Barnouw, Elsa and Swan, Arthur. Adventures with Children in Nursery School and Kindergarten. New York: Agathon Press, 1970. OISE

This work is primarily based on the authors' long experience with children in private nursery schools geared to the middle class child. The philosophy and programs in this book are therefore derived from the traditional concept of early childhood education which emphasizes the social and emotional growth of the child.

Beadle, Muriel. A Child's Mind: How Children Learn During the Critical Years from Birth to Age Five. New York: Doubleday, 1970. OISE

This is based on the author's survey of research literature of infancy and early childhood development and her examination of cognitive and emotional development in young children. Learning begins at birth and is not easily modified in later life.

Bereiter, Carl and Engelmann, Siegfried. "An Academically Oriented Preschool for Disadvantaged Children: Results from the Initial Experimental Group." Psychology and Early Childhood Education: papers presented at the OISE Conference on Preschool Education. Edited by David W. Brison and Jane Hill. Toronto: Ontario Institute for Studies in Education, 1968. pp. 17-36. YC

The research project with a group of disadvantaged children was based on the assumption that an effective compensatory education program in the areas of language, arithmetic and reading could be designed to enable children to catch up with others. For two years they were given a special educational program. Terminal achievement averaged at the 1.5 grade level in reading, 2.6 in arithmetic, and 1.7 in spelling. The writers considered the immediate effects of the program highly satisfactory, but added the evaluation made in judging the long-range promise of various approaches to early education was important.

Brearley, Molly (ed.). The Teaching of Young Children: Some Applications of Piaget's Learning Theory. New York: Schocken Books, 1970. OISE

This volume discusses many aspects of early childhood education curriculum development and practice. Chapters on the teaching of art, science, literature, expressive movement, mathematics, music, and morality are useful to the classroom teacher. This is an integration of Piagetian thought into early childhood education for functional purposes, not a direct application of theory into practice.

_____ and Hitchfield, Elizabeth. A Teacher's Guide to Reading Piaget. London: Routledge and Kegan Paul, 1966. OISE

The theme provides a framework of Piaget's theories on the intellectual development of children and implications for education. In each chapter, the writers give a brief description of Piaget's research and concludes with their own comments.

Crow, Lester D. and Crow, Alice. Child Development and Adjustment: A Study of Child Psychology. New York: Macmillan Company, 1962. YC

The authors trace each important area of development -- physical, mental, emotional, motor, language, and social -- through childhood into early adolescence. With all these aspects closely related, the picture of the whole child emerges. The last chapters are written on personal adjustment and the impact of the environment on personality.

This work presents a comprehensive, functional, and integrated approach to the study of the child. It is written in a simple style and has a well-developed format -- a valuable handbook for students, teachers, and parents interested in helping children develop their potentialities.

De Lemos, Marion M. Controversy in Pre-School Education. Hawthorne: Australian Council for Educational Research, 1971. OISE

The controversial aspects of the current interest and activity in pre-school education for the disadvantaged child are discussed in this publication. It provides an introduction to the beginning student of pre-school education in the areas of controversy explored, though no in-depth discussion has been given.

Dinkmeyer, Don C. Child Development: The Emerging Self. Englewood Cliffs, N.J.: Prentice-Hall, 1965. OISE

The internal growth forces and the external adjustment processes related to the "emerging self" form the conceptual basis of this book. Broad areas of study in education psychology are explored, such as learning, social and emotional development, the self-concept, development of intelligence and mental processes, theories of motivation and personality, etc.

Engelmann, Siegfried. "Priorities in Preschool Education," Psychology and Early Childhood Education. Papers presented at the OISE Conference on Preschool Education. Edited by David W. Brison and Jane Hill. Toronto: Ontario Institute for Studies in Education, 1968. pp. 51-60. YC

The writer discusses what he thinks preschools should do if they are to fulfil their promise to the fields of education and psychology. He outlines a general strategy and provides a set of ground rules for preschool investigators. Suggestions made cover teacher training, development of curriculum, and evaluation.

Fletcher, Margaret I. The Adult and the Nursery School Child. Toronto: University of Toronto Press, 1958. YC

Based on the principles and plans worked out in the nursery school of the Institute of Child Study of the University of Toronto, this book is a practical guide to the nursery school teacher and parents. It discusses the qualities of the ideal nursery school teacher and the teacher-child relationship. The duties of the teacher include guiding children to live with others, directing their play and helping them to accept responsibilities. The goals to be sought in the development of children are identified for parents.

This book is written for all adults working with children from ages two to five.

Fowler, William. "The patterning of developmental learning processes in the nursery school," in Problems in the Teaching of Young Children: Report of the Conference, Toronto, March 12-13, 1968. Edited by Andrew J. Biemiller. Toronto: Ontario Institute for Studies in Education, 1970. pp. 27-43. YC

The author identifies problems important for the design of affective learning programs in nursery schools. One such problem is the individualization of learning programs as "there are no group minds, only individual minds, varying in level, pattern, and type, each the cumulative product of its own history." How the individual child functions is the primary concern of nursery school teachers. The writer dwells on concept structures and problem-solving processes, traces the sources of motivation and makes some valid points about teacher characteristics at the conclusion of his paper.

Fraiberg, Selma H. The Magic Years: Understanding and Handling the Problems of Early Childhood. New York: Scribners, 1959. OISE

This book is designed for professionals in the field of child development as well as parents. It deals with development during the first six years of life. Variation, both in individual constitution as well as behaviour settings, is important to the development of personality. The writer lays emphasis on the parent-child relationship in the formative years but recognizes the importance of later influences.

Frost, Joe L. (ed.). Early Childhood Education Rediscovered. New York: Holt, Rinehart and Winston, 1968. NY

In this comprehensive collection of readings are fifty-one reprinted articles on both theoretical and practical aspects of early childhood education. They are divided into nine sections: Do Young Children Need Preschools; The Rediscovery of Montessori; The Rediscovery of Piaget; Cognitive Development in Young Children; The Promise of Head Start; Cognitive and Affective Bases for Learning to Learn; Developing Literacy in Young Children; What Should be Taught in the Preschool; Planning for Early Childhood Education, each being prefaced by an explanatory introduction.

Furth, Hans G. Piaget for Teachers. New Jersey: Prentice-Hall, 1970. YC

The author attempts to present the key aspects of Piaget's philosophy, theory, and findings that have immediate relevance and critical implications for the educational process, particularly in early education.

In thirteen letters to teachers, the author interprets Piaget's discoveries which may put educational practices on a new psychological foundation.

Gardner, D. Bruce. Development in Early Childhood; The Preschool Years. New York: Harper & Row, 1964. OISE

The four parts of the book include: how we study children, foundations of development, aspects of development on the preschool years, society of the preschool child. These are basic readings for an introductory course in early childhood education. Development is discussed in an interdisciplinary context.

Ginsburg, Herbert and Opper, Sylvia. Piaget's Theory of Intellectual Development: An Introduction. New Jersey: Prentice-Hall, 1969. YC

Primarily designed for students, this book enables readers already acquainted with Piaget's theory to explore his reasonings more deeply. It gives a concise description and clear analysis of Piaget's basic ideas and findings concerning the child's intellectual development. The authors deal with the theoretical notions as well as the research on which they are based. They intend to be selective (considering the magnitude of Piaget's contribution), and are not concerned with lengthy criticisms. A summary at the end of each chapter helps the reader to recapitulate main ideas.

Gordon, Ira J. (ed.). Early Childhood Education. Chicago, Ill.: The National Society for the Study of Education, 1972. YC

These readings cover a wide range of topics seen from the psychologist's viewpoint. It reviews the historical antecedents and subsequent programs, which are analyzed from the instructional theory and empirical approach. Other highlights include cultural differences, strategies for research and evaluation, parental involvement and staffing.

Gordon, Ira J. On Early Learning: The Modifiability of Human Potential. Washington: National Education Assoc., Assoc. for Supervision and Curriculum Development, 1971. YC

The author attempts to sketch the goals of development, and bring out the case for education and "intervention" (extending early education opportunities) as a force in influencing development. His arguments are based on the theory that man is not static. He cites longitudinal studies of developmental psychologists on the relationships between early childhood experiences and later personality and intellectual development. Attempts at modification -- studies to investigate the effects of different procedures for stimulating the development of children from birth to three and from three to six -- support the theme on modifiability.

The child is able to learn far more than we previously thought and what he learns is "a function of his own biology and of the general and specific experiences provided for him."

Graham, Winona, Moore, Elenora, and Sunderlin, Sylvia. Toward Better Kindergartens. Washington, D.C.: Association for Childhood Education International, 1966. OISE

This book reviews child development and educational psychology applicable for classroom teaching. Language arts, listening, the self-concept, physical facilities for outdoor/indoor activities are some of the areas covered. It offers many useful hints for the practicing kindergarten teacher.

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Gray, Susan W., et al. Before First Grade. New York: Teachers College Press, 1966. OISE

From their experience in preschool education for the socially-disadvantaged child, the authors give a concise delineation of attitudinal and aptitudinal variables important for subsequent academic achievement. Attitudinal variables are achievement motivation, delayed gratification, persistence, interest in school activities, and identification with achieving role models. Relevant aptitudes are perceptual, cognitive and language developments. This is a handbook of techniques for teachers working with disadvantaged children, providing activities that focus directly on their needs.

Hechinger, Fred M. (ed.). Preschool Education Today. New York: Doubleday, 1966. OISE

This collection of articles deal specifically with preschool programs for disadvantaged children. It contains seven essays describing the rationale behind the recent movement to provide preschool education for disadvantaged children and some of the ways in which traditional preschool education has been re-designed to meet their needs. These articles are written by authorities in the field.

Hellmuth, Jerome (ed.). Disadvantaged Child, Vol. 2 (Head Start and Early Intervention). New York: Brunner/Mazel, 1969. OISE

The collection of papers gives an overview of Head Start Programs and their objectives. Remedial education practitioners, program planners, and evaluators as well as researchers concerned with early childhood education will find this book useful.

Hilderbrand, Verna. Introduction to Early Childhood Education. New York: Macmillan, 1971. OISE

This book, based on the writer's years of experience in preschool education, is designed as an introductory textbook for those concerned with the education of children ages three to six. Part one gives an overall view of goals, children, schools, techniques, and curriculum. Part two examines the curriculum in detail, discusses goals and procedures, and makes suggestions for learning experiences. Part three deals with the teacher's professional relationship with parents, and gives a brief account of the profession -- its past, present, and future.

Holt, John. How Children Learn. New York: Pitman Publishing Corporation, 1967. YC

The author believes children have a natural style of learning which is often warped or destroyed by later training. This book gives adults Holt's insight into how children learn and describes children using their minds well, learning boldly and effectively. It is more concerned with the description of effective learning than to explain it, or give a theory about it.

Horowitz, Frances Degen. "Reconsideration: The education of young children in our times," in Problems in the Teaching of Young Children: Report of the Conference, Toronto, March 12-13, 1968. Edited by Andrew J. Biemiller. Toronto: Ontario Institute for Studies in Education, 1970. pp. 105-110. YC

This paper recapitulates the theme of the Conference. One striking feature of the conference papers, the writer states, is the degree of emphasis upon curriculum design and teaching methods for the early education of disadvantaged children. Three areas of research are mentioned: stimulation deprivation, maternal deprivation research with infants, and compensatory preschool education research with retarded, orphaned, and some normal children. Discussion focuses attention on "deficiency" of the disadvantaged child -- the lack of experience, ability, capacity, in general, or language, abstract thinking, categorization, in particular. This approach, the writer warns, ignores the possibility that these children have other behaviours that may be highly functional for tasks relevant to their own cultural experiences. An alternate frame of reference is to consider that the problems in educating young children from the disadvantaged population lie partially in the failure of the educational system to understand adequately what it is that the children have learned and the degree to which learning experiences have been different.

Hurlock, Elizabeth B. Child Development. New York: McGraw Hill, 1956. YC

This book provides a framework of studies in child development. Individual chapters deal with different major areas covering the following topics: (1) physical, (2) motor, (3) emotional, (4) social, (5) mental, (6) moral developments, culminating in the emergence of the child's personality. The theories are well documented by important studies. The writer lays emphasis on cultural differences and the role they play in determining patterns of child development.

Hymes, James L. Teaching the Child Under Six. Columbus: Charles E. Merrill Publishing, 1968. YC

The writer presents three kinds of programs for top quality education under six: (1) the child-centred program; (2) society-centred program; (3) subject-matter centred program. It offers an insight into the clientele of early childhood education. Some useful hints and guidelines are given regarding class size, administration, reading institutions, etc.

This book is written in a simple and straightforward style.

Ilg, Frances L. and Ames, Louise Bates. School Readiness: Behavior Tests Used at the Gesell Institute. New York: Harper & Row, 1964. OISE

The writers argue that neither chronological age nor IQ can be fully adequate as school-entrance criteria. Thus school readiness tests have been devised which attempt to assess readiness for grade 1 entrance. The Gesell Tests assume that a child's developmental level can be determined by behavior tests. Part II describes briefly the Developmental Examination. In Part III the writers introduce

the various "ages" with general pictures of behaviors, highlighting any educational implications whenever possible. Each age is presented as an entity in itself, having its own essence. Normative portraits of behavior can be expected at each age level from 5 to 10 years, they maintain. Educators can match any given child's performance against these age norms. Part IV discusses the role of four adults (the parent, the teacher, the developmental examiner and the principal) and suggests ways and means by which they can support each other.

Issac, Susan. The Nursery Years: The Mind of the Child from Birth to Six Years. New York: Schocken Books, 1968. OISE

This work is based on the writer's observation of children and experience with them and their parents and is concerned with understanding children's behaviors and feelings.

Kohn, Sherwood. The Early Learning Centre, Stamford, Connecticut. New York: Educational Facilities Laboratories, 1970. YC

This pamphlet has been prepared to supplement the film made about a specially designed Early Learning Centre for children. Everything about the school is shaped to suit its young occupants. It operates on the principles of "children teach children" and "things teach people."

Kritchevsky, Sybil and Prescott, Elizabeth. Planning Environments for Young Children: Physical Space. Washington: National Association for the Education of Young Children, 1969. OISE

Space is regarded as an important aspect of program planning. The organization and utilization of physical space has a significant influence on the behavior of teachers and children.

Landreth, Catherine. Early Childhood: Behaviour and Learning. New York: Knopf, 1967. OISE

This book is designed for students in child psychology. It is drawn from the writer's nursery school experience and documented by studies. Incidents are related to suggest applications of research findings. Half of the book follows a developmental approach; the rest presents materials organized by behavioral topics, e.g., motor, social, and emotional behavior.

Leeper, Sara Hammond. Nursery School and Kindergarten. Washington: National Education Association, Association of Classroom Teachers, 1968. OISE

It is an account of the history of preschool education, the types of programs for young children, and the standard and legislation for establishing such programs. Objectives of preschool education are analyzed and the curriculum discussed.

Lewis, Anne Chambers and Gudridge, Beatrice M. Preschool Breakthrough: What Works in Early Childhood Education. Washington: National School Public Relations Association, 1970. OISE

This report outlines the reasons for increased emphasis on early childhood education since the '60's and summarizes the new sociological trends. The writers describe programs for preschoolers across the country and offer ideas for program implementation. It is a practical handbook for the beginning student in preschool education.

Lillard, Paula Polk. Montessori -- A Modern Approach. New York: Schocken Books, 1972. OISE

The theme provides a comprehensive overview of the Montessori approach to early childhood education. The contents include the historical background of Montessori's educational philosophy and movement, the methods, relationships with parents and the need for Montessori today. It is largely based on the writer's experience as a teacher. Students in child development will find this useful as background reading.

Love, Harold D. and Osborne, W.H. Early Childhood Education: A Methods and Materials Book. Springfield, Ill.: C.C. Thomas, 1971. OISE

This book covers the sociological aspects of early childhood education as well as historical background and present trends. The writers attempt to place early childhood programs in the framework of the total educational sequence, as, in the education process, events at one level have an impact on events at all other levels. Thus they bring out the significance of good programs at this first level, which might serve as models for all other segments of the educational system. Hints are given on the curriculum. A discussion of materials and techniques is provided for the classroom teacher.

Neubauer, Peter B. (ed.). Concepts of Development in Early Childhood Education. Springfield, Ill.: C.C. Thomas, 1965. OISE

The papers and discussions among educators as well as clinicians provide valuable background reading materials on intellectual, language developments, and their implication for nursery education. The nursery school is seen as a significant physical-psychological-social environment promoting this growth. The concepts presented and comments made are of special interest to those working with young children.

Ontario Department of Education. Kindergarten. Toronto: Ontario Department of Education, 1960. YC

Prepared in consultation with teachers, supervisors, and inspectors throughout the province, this manual is designed for the practicing kindergarten teachers. Guidelines are set for planning the routine day and various classroom activities.

Ontario Department of Education. Open Space General Learning Facilities for Kindergarten, Primary, and Junior Students. Toronto: Ontario Department of Education, 1971. YC

With the addition of sketches, floor plans, and layouts, this publication illustrates the indoor/outdoor facilities of a well-planned school for young children.

Prescott, Elizabeth, and Jones, Elizabeth. Day Care as a Child-Rearing Environment. Vol. II. Washington, D.C.: National Association for the Education of Young Children, 1972. OISE

The study "examines the similarities and important differences in the experiences group care offers to children, identifies the factors which are predictive of these differences, and evaluates the probable effectiveness of group day care in meeting the developmental needs of children." Some basic issues are dealt with, namely the role of teachers and how children respond to the programs. This investigation offers guidelines for future development of day care services.

Pringle, M.L. Kellmer (ed.). Investment in Children. London: Longmans, 1965. OISE

This is based on a symposium held by the first National Bureau for Cooperation in Child Care in England. The aim of this book is to emphasize the need for more cooperation among the medical, educational, social, and voluntary services. The question of coordination is also raised.

Pulaski, Mary Ann Spencer. Understanding Piaget: An Introduction to Children's Cognitive Development. New York: Harper & Row, 1971. YC

This is an analysis of Piaget by a psychologist who has worked extensively with young people. The aim of this book is to present Piaget's thinking and research in language understandable to everyone interested in children. It represents, however, an extensive coverage of Piaget. It reviews the theoretical rationale behind his work and basic principles of intellectual development; it provides an overview of developmental stages in cognitive growth from infancy to adolescence. These sections are then followed by a more detailed presentation of Piaget's work in specific areas such as number, space, and time. This work is an introduction to Piaget with an emphasis on the relevance to contemporary problems in education.

Rasmussen, Margaret (ed.). Readings from Childhood Education: Articles of Lasting Value. Washington, D.C.: Association for Childhood Education International, 1966. OISE

This anthology of 81 articles summarizes some of the early developments in childhood education. The focus changes from the child, the teacher to the classroom. Topics range from philosophical issues to values related to recent developments in teaching.

Read, Katherine H. The Nursery School: A Human Relationships Laboratory. Philadelphia: W.B. Saunders Company, 1971. YC

This book is based on the author's experience of teaching college students using the nursery school as a laboratory. Some of the areas to be explored are: (1) what is a well-conducted program? (2) what do teachers need to know about learning and about child growth and development? (3) what skills do they need to teach young children?

Primarily designed for those who are beginning a teaching experience in nursery school, it is also of interest to all who wish to gain a deeper understanding of human behavior and development.

Reidford, Philip. "Recent Developments in Preschool Education," Psychology and Early Childhood Education. Papers presented at the OISE Conference on Preschool Education, November 15-17, 1966. Edited by David W. Brison and Jane Hill. Toronto: Ontario Institute for Studies in Education, 1968. pp. 5-16. YC

The author reviews the developments of preschool education in North America. He groups examples of different kinds of programs now in operation in the following categories: (1) traditional nursery school enrichment; (2) modified nursery school enrichment; (3) diagnostic language program; (4) direct language instruction. This paper is based on research and opinions of educational psychologists and child development experts. It concludes that educational intervention in the preschool years might well offset intellectual retardation of many disadvantaged children. The writer favours the direct language instruction approach.

Robinson, Helen F. and Spodek, Bernard. New Directions in the Kindergarten. New York: Teachers College Press, Columbia University, 1965. OISE

For today's child the traditional kindergarten is outdated. The authors suggest greater emphasis on the intellectual content of the curriculum based on key concepts in the major disciplines. Evaluation of the kindergarten program, they add, is necessary.

Smart, Mollie S. and Smart, Russell C. Children: Development and Relationships. New York: Macmillan, 1972. OISE

The ideas of development generated by Erickson and Piaget form the framework of this book. It is useful as an elementary textbook for beginning courses in developmental psychology or human development. The four component parts are: infancy, the preschool child, the school age child, and the adolescent.

Spaulding, Robert L. "The Durham Education Improvement Program" Psychology and Early Childhood Education. Papers presented at the OISE Conference on Preschool Education. Edited by David Brison. Toronto: Ontario Institute for Studies in Education, 1968. pp. 37 - 50. YC

This paper gives an informative account of the Ford Foundation Improvement Program at Durham, North Carolina. The discussion of the theoretical bases of the Durham Education Improvement Program (EIP) provides a framework for the causes of educational failure and compensatory treatments. The components of EIP include: (1) the Infant Evaluation Project; (2) Programs for Children of Preschool Age; (3) the Ungraded Primary Classes; (4) Future Parent Program. The EIP hopes to discover the means to make it possible for disadvantaged children to cope with demands made upon them by the public schools. It undertakes not only to improve the intellectual performance of these children, but also their social skills and the ability to cope with adult authorities.

Tanner, J.M. and Inhelder, Bärbel (eds.). Discussions on Child Development. New York: International University Press, 1971. OISE

This is a one volume edition of "The Proceedings of the Meetings of the World Health Organization Study Group on the Psychobiological Development of the Child, Geneva, 1953-56." This compilation is valuable as background readings for seminars devoted to theory of developmental psychology.

Weiner, Irving B. and Elkind, David. Child Development: A Core Approach. New York: Wiley, 1972. OISE

The writers take an age-level approach: for each age level the four dimensions of physical and mental growth, personality and social development, individual and group differences, and abnormal development are analyzed and discussed. This volume may be valuable to teachers of courses in applied child psychology.

The Yearbook Committee and Associated Contributors. Early Childhood Education, the seventy-first Yearbook of the National Society for the Study of Education. Chicago, Ill.: The Univ. of Chicago Press, 1972. YC

The collection of papers by distinguished writers is "timely, readable, and of great consequence to teachers, parents, students, and policy-makers at every level..." It gives a comprehensive background to theories and practices in early childhood education. Some highlights of the yearbook include: the developmental theory issues and perspectives, a discussion of conceptual models, language development, cultural differences, the role of mass media, and research and evaluation in early childhood programs.

ARTICLES:

Ahlfeld, Kathy. "The Montessori Revival," The Educational Digest, V. XXXV, 8, April 1970: 18-21. YC

The Montessori approach is basically a pedagogical system for preschool children. It stresses self-education -- independent individualized instruction in ungraded classrooms where each child is free to progress at his own rate.

This article describes the Montessori revival since 1958. There are two reasons for this comeback: (1) the research and learning theory produced by American psychologists; (2) the "Americanization" of Montessori including some eclectic additions such as new math, linguistics, modern equipment such as tape recorders, and American training courses. Critics feel the Montessori approach is overly rigid and affords little opportunity for personal as well as social growth. Nevertheless, the writer concludes, it has worked equally well with disadvantaged and middle-class children.

Anderson, Robert H. "Schools for Young Children: Organizational and Administrative Considerations," Phi Delta Kappan, V. L, 7, March 1969: 381-385. YC

The writer believes that successful implementation of downward school expansion depends largely on the understanding, the skill, and the zeal with which higher authorities in education accept this challenge.

Appell, Clara T. "Television viewing and the preschool child," Journal of Marriage and Family Living, V. 25, 3, August 1963: 311-318. OISE

This article reviews and assesses the major research findings concerning the use and impact of television on children. Television viewing among various age groups and socio-economic backgrounds, television and family life, positive and negative effects of viewing, etc. are discussed.

Bettelheim, Bruno. "Play and Education," School Review, V. 81, 1, November 1972: 1-13. YC

Through play children can learn to derive more meaning from their education and their lives. Unstructured and spontaneous play is important in educating and socializing the child. The writer distinguishes fantasy play from imaginative play, which ultimately developes into games characterized by emphasis on rules.

Blakey, Janis. "Labeling and Libeling," Elements: Translating Theory into Practice, Univ. of Alberta, Dept. of Elementary Education, V. II, April 1971. YC

What might we be doing to children if we label them by grouping them according to the results of reading readiness and/or reading tests? "Labeling and libeling children" does not create a positive attitude toward learning. Individual needs are not really met by "forced grouping." So much pressure is being placed on some children that they become little adults. The emphasis on cognitive development is often accompanied by an indifference to the personal aspect.

Bogatz, Gerry Ann and Ball, Samuel. "Some Things You've Wanted to Know about Sesame Street," The Education Digest, V. XXXVII, 1, September 1971: 23-26. YC

An evaluation of the program conducted by Educational Testing Service showed "Sesame Street" is most effective as a medium for teaching children of various age groups from different socio-economic backgrounds. Frequent viewers benefit the most in simple basic skills and complex cognitive skills.

Bohn, Ingeborg. "Nursery Rhymes and Language Development," Elements: Translating Theory into Practice, Univ. of Alberta, Dept. of Elementary Education, V. 111, April 1972. YC

Early exposure to language is a vital factor in the language development of children. Both the mother and the teacher play an important role. Nursery rhymes, like stories, involve a sensitivity to words and symbols. Exposure to high "sound content" language like nursery rhymes is a motivating factor in language development.

Bottrill, John H. "Effects of preschool experience on the school readiness level of privileged and underprivileged children," Exceptional Children, V. 34, 4, December 1967: 275. OISE

A school readiness test was administered to two groups of privileged children attending nursery school and two groups of disadvantaged children who attended a day-care centre. Results indicated there were no differences in the school readiness levels of children from the two major groups belonging to different social and economic levels of society.

Boyd, Mary Ann. "Articles, Books, and Documents on Early Childhood Education: A Selected Bibliography," Exceptional Children, V. 37, May 1971: 687-693. YC/NY

Provides a practical list of materials of interest to teachers and parents, therefore excluding research reports and documents not readily available. Items are available from ERIC Document Reproduction Service.

Braby, Lian Lawrence. "Montessori in perspective: A psychometrist looks at the Montessori philosophy in the light of criticisms," School Progress, V. 41, 5, May 1972: 36-37. YC

The writer outlines the aims and objectives of the Montessori movement, as well as the major criticisms that have been leveled against it. These criticisms centre on the following aspects: structure, interaction, fantasy, creativity, intellectual skills and sensory education. However, the writer thinks children from both middle-class and economically disadvantaged homes would benefit from Montessori education. This article has been written so that parents and teachers might be better equipped to assess this method.

Brademas, John. "The Hewitt Report: About Early Schooling -- or Child Development?" Phi Delta Kappan, V.LIII, 10, June 1972: 612-613. YC

The Hewitt Report ("The California Report: Early Schooling for All?" prepared by the Hewitt Research Center) has raised important issues. Yet the authors of the Report, this article states, have overlooked the distinction between "early schooling" and "childhood development" which goes beyond providing opportunity for cognitive growth of children. Health, nutrition, and other services that affect the growth of the child (hence comprehensive development) need to be considered.

Braga, Joseph L. "Analysis and evaluation of early admission to school for mentally advanced children," Journal of Educational Research, V.63, 3, November 1969: 103-106. OISE

The purpose of this study was to determine the effect of early admission on 63 children in 1st, 3rd, 5th, and 7th grades in relation to their peers in terms of academic and non-academic achievement, and social-emotional development. The results showed that, in general, there were no significant differences between the early admission children and their non-early peers. Parent and teacher questionnaires showed that more teachers were opposed to early admissions. Parents were divided in their opinions.

Braund, Margaret Mary. "Report to Teachers and Trustees from the Council of Childhood Education for Ontario and Quebec," Ontario Education, V.2, 1, January/February 1970: 21-22. YC

Emphasis is on the individuality of the child and the teacher's task to be a guide, consultant and stimulant to each individual. A longitudinal record helps the teacher to keep track of the child's development and to have concrete evidence of his ability. The discovery method of learning is recommended as a child "must experiment, experience, discover, destroy and, then, construct."

Broman, Betty L. "Let Children Talk," The Education Digest, V.XXXV, 7, March 1970: 30-31. YC

"Keeping children under control" often deadens teaching opportunities. Children learn to talk and listen by talking and listening under the guidance of the teacher. A classroom atmosphere conducive to talking is important for teaching language skills.

Butler, Annie L. "The Challenge of Young Children," Theory into Practice, V.VIII, June 1969: 158-163. YC/NY

Early childhood education should reduce the waste resulting from the neglect of young children. Lower class children often suffer materially, they do not experience quality parent-child interacting; their inherited ability is not stimulated by varieties of experience; they lack strong models for intellectual achievement and desirable social behavior. However, overstimulation and

inappropriate stimulation are as damaging as understimulation. Cognitive development, personality development, self-esteem and creativity are interrelated. Early childhood education should not be authoritarian, but should take place in a highly social context.

Caldwell, Bettye M. "Day Care: A Timid Giant Grows Bolder," The National Elementary Principal, V.LI, September 1971: 74-78. NY

Day care was originally for children of families exhibiting some type of social pathology, but now the Women's Liberation movement has stripped it of its stigma. Day care people try to modify the behavior of the family of the child to suit their goals for the child. Some thinkers fear that day care will weaken the bond between families and children. Often the concern for the preservation of individuality becomes an evasion of responsibility. The challenge is to have comprehensive child-care embraced by public education without any loss of concern for "care and protection."

_____. "On reforming the concept of early childhood education -- some whys needing wherefores," Young Children, V.XXII, 6, September 1967: 348-356. OISE

Teachers of young children need to define the issues and objectives of their programs to facilitate the individual child's adaptation. Yet early childhood educators often cite stereotyped objectives and are critical of innovations. This article has also raised a number of pertinent questions designed to stimulate constructive rethinking of the role of early childhood educators.

_____ and Richmond, Julius B. "Programmed day care for the very young child -- a preliminary report," Journal of Marriage and Family Living, V.26, 4, November 1964: 481-488. OISE

There is continuing controversy on the influence of maternal deprivation. This study describes a program of day care planned for young children between ages six months to three years from low-income families in which the mother is employed. Results suggest that an appropriate environment can be created to offset any developmental detriment associated with maternal separation, and possibly add a degree of environmental enrichment frequently not available in disadvantaged families. Although environmental supplements may be beneficial at any age, there is evidence to suggest that sensitivity to enrichment declines with age.

Case, Robbie. "Piaget's Theory of Child Development," ORBIT 14, V.3, 4, October 1972: 8-11. YC

This article traces Piaget's pioneering studies in cognitive development. The findings of Piaget of interest to educators are briefly summarized. All children pass through an orderly sequence of main stages and sub-stages in developing an adult conception of the world. This "constructive process" takes place in stages: (1) sensorimotor; (2) action with a concrete base; (3) action that is internalized, symbolic and binding each stage into a large, organized whole.

Cohen, Dorothy H. "Continuity from Prekindergarten to Kindergarten," Young Children, V.VXVI, May 1971: 282-286. NY

The first view of looking at the problem of continuity between prekindergarten and kindergarten is rooted in the transmission of specific, graded content; the second in the growth and learning of the child. Continuity, however, lies within the child himself; the standard materials of early childhood programs do not fall into categories of subjects and grades. Early childhood programs should satisfy three major drives: emotional impulses; interest in others; curiosity. Differences between children in kindergarten and those younger are differences of maturation and experience. The real barrier is that between teachers.

Combs, Eloyce F. "Florida's Early Childhood Learning Program for Migrant Children," Young Children, V.XXVI, August 1971: 359-363. NY

The Florida migrant education program compensates for the educational, social, physical, and custodial neglect experienced by migrant children, so that they may achieve some success in their lives. Teachers and teacher-assistants have been specially trained in techniques, methods, and use of materials. An elaborate Evaluation Model will "assess verbal language development; specific perceptual and performance abilities, and general and specific information."

Cook, Ann and Mack, Herbert. "The Discovery Center Hustle," The Educational Digest, V.XXXVI, 7, March 1971: 50-53. YC/NY

Child care is being packaged and franchised across the country, but, if a centre makes a profit, quality is being sacrificed. A clever campaign in Eastern seaboard communities is selling "discovery centres" to anxious middle-class parents. Industry-based early childhood centres serve the corporation and not the educational and social needs of the children. The continuing emphasis on cognition means the population is not being educated in critical areas, and social conditions reflect this. Even the highly acclaimed Sesame Street is interested in performance, not identity.

Corsini, David A., Jacobus, Kenneth A. and Leonard, S. David. "Recognition memory of preschool children for pictures and words," Psychonomic Science, V.16, 4, August 1969: 192-193. OISE

Preschool children's memory of words and pictures was examined using a recognition-memory task. The results indicated that pictures were better retained than words. These findings were discussed in terms of previous research and theory dealing with children's modes of representing information.

Cowles, Milly. "Four Views of Learning and Development," Educational Leadership, V.28, May 1971: 790-795. YC/NY

The article lists four sets of contrasting approaches to research in child learning and behavior and names workers of major significance in each. The sets are: Normative-Explanatory; Historical-Ahistorical; Naturalistic-Manipulative; Atheoretical-Theoretical. Added to the above group may be

the Basic-Applied and the Single Subject-Group approaches. The four views of development, behavioral-environmental; cognitive-transactional; psycho-sexual-personality; and normative-maturational are each explained separately.

Cupit, William G. "Operation Home Start," NEA Journal, V.56, 6, September 1967: 53-55. YC

Operation Home Start - a Hawaiian program - shared the same objective as Project Head Start, namely, enriching cultural input for children. It worked with parents and emphasized the importance of preschool education. This program included a series of meetings and a variety of activities aimed at getting the parents involved in the education of their children. The parental role was seen as stimulating curiosity and encouraging informal learning.

Dingman, Jocelyn. "Pre-School Education," Ontario Education, V.3, 2, April 1971: 28-30. YC

This short article traces the nursery school movement in Canada, and specifically in Toronto. The writer states preschool education contributes to the social development and intellectual stimulation of the child. The Montessori system is briefly described.

"Do the first two years matter? A Conversation with Jerome Kagan." Saturday Review, Education, V.1, 3, April 1973: 41-43. YC

Prof. Kagan refutes the theories that intelligence can be predicted during the first two years of life and that early learning deficiencies may be irreversible. He bases his conclusion on observation of Guatemalan children who "recover" remarkably from the first two years of retardation. Studies conducted on animals and human beings also confirm this finding. He condemns the "premature rank-ordering of children" in school. One must distinguish "absolute retardation" from "relative retardation." This dialogue concludes with one suggestion -- schools should begin to serve the needs of society.

Dollar, Bruce. "Child Care in China," Saturday Review, Education, V.1, 4, May 1973: 28-33. YC

The writer describes his observation of child care facilities in Communist China. The average child will undergo "multiple mothering," however, the consensus of values and child-rearing methods will offset any harmful effect of maternal deprivation or diversity of mother surrogates. Cooperation, sharing and altruism, even in a competitive situation, are encouraged.

Durkin, Dolores. "What Does Research Say About the Time to Begin Instruction?" Journal of Educational Research, V.64, 2, October 1970: 52-56. YC

This paper traces the history of the concept "reading readiness." It summarizes the recapitulation theory of psychologists and the resulting emphasis on maturation. Tests are devised to determine when a child is "ready." The doctrine of postponement is accepted as a logical solution to learning problems.

Changes since the 1960's focus attention on providing learning opportunities in preparation for school. However, the writer says little is learned about readiness due to serious deficiency in research. She emphasizes the need for further study.

Edwards, Joseph and Stern, Carolyn. "A comparison of three intervention programs with disadvantaged preschool children," Journal of Special Education, V.4, Winter 1970: 205-214. OISE

Three groups of Head Start children participated in three preschool intervention programs. The results indicate that: (1) the more task-oriented a structured preschool intervention program is, the greater will be the gains in specific cognitive and linguistic skills; (2) children taught by experienced preschool teachers make the greatest gains.

Elias, James and Gebhard, Paul. "Sexuality and Sexual Learning in Childhood," Phi Delta Kappan, V.L, 7, March 1969: 402-405. YC

The data reported in this article were gathered by A. Kinsey. They are based on interviews with children age four to age 14. The main implication of the reported data for education is the need for educators to be aware of the differences in information and experience which exist between boys and girls from different occupational, socio-economic and ethnic groups.

Elkind, David. "Early Childhood Education - A Piagetian Perspective," The National Elementary School Principal, V.L1, September 1971: 48-55./ The Education Digest, V.XXXVII, 4, December 1971: 28-31. YC/NY

Preschool education must start from a thorough understanding of Piaget's discoveries about young children. They do not use rules naturally until they have internalized them. Thought and language systems are separate and mature at different rates. Phenomenon of egocentricity means formal education is inappropriate. Education materials in the preschool are concrete and action-oriented.

_____."Egocentrism in Young Children," The Education Digest, V.XXXVII, 6, February 1972: 39-42. YC

The author discusses Piaget's theories on egocentrism and points out the implication on the education of the preschool child. Different aspects of egocentrism are analyzed: physical, intellectual, linguistic, and social. He makes reference to Piaget's famous "conservation" tests to demonstrate a child's egocentrism in quantity concepts. A young child is unable to distinguish clearly between illusion and reality. He uses words on the basis of how they appear to him: he is not bound by verbal conventions but shows great linguistic inventiveness and creativity. Finally, he is socially egocentric because he is intellectually incapable of putting himself in another person's position.

_____. "Misunderstandings about How Children Learn," Today's Education, V.61,3, March 1972: 18-20 YC

There are five common misunderstandings about the thinking and learning of young children: (1) children are most like adults in their thinking and least in their feelings; (2) they learn best while sitting still and listening; (3) they can learn and operate according to rules; (4) acceleration is preferable to elaboration; (5) the IQ can be raised. These misconceptions, the writer believes, derive from a contemporary overemphasis on intellectual growth to the exclusion of the personal-social side of development. Concern for a child's achievement has to be balanced by an equally strong concern for his feelings of self-worth as a person.

_____. "What Does Piaget Say to the Teacher?" Today's Education, V.61, 8, November 1972: 46-48. YC

Piaget's theories and their implications for teaching are discussed here. Three aspects of his "interview procedure" include:

(1) his use of the child's productions as a starting point for discussion suggests that the child's intellectual level and spontaneous interests should be considered in setting up the curriculum.
(2) Piaget's emphasis upon the child's ideas as different rather than wrong or right implies that adults may accept as valid whatever responses the child produces.
(3) Helping children check their ideas by posing alternative ones is as important as getting children to discover new ideas.

Elliott, David L. "Early Childhood Education: A Perspective," Educational Leadership, V.28, May 1971: 788-789. YC/NY

This editorial to a special issue states: "Curriculum workers and other educators need to be able to make better sense out of the many competing programs, promises, practices, and trends in early childhood education." It says the aim of the articles undertaken by the Early Childhood Education Centre and presented in the issue, is to enable curriculum workers to understand, evaluate, and implement the current programs and proposals.

_____. "Needed: A New Early Childhood Education," Educational Leadership, V.28, May 1971: 835-839. YC/NY

Significant improvement in early childhood education requires thinking in a broader educational context. Child development can be enhanced in a number of ways and adapted to the situation of the child. Developmental goals should be general enough to be inclusive of a wide variety of individual styles. A new professional, possessing remarkable characteristics, called the Child Development Specialist, or the Children's Advocate is needed to foster full human development. Further studies in human development and the conditions which nourish it are needed, and the research results should be translated into programs in valid and interesting ways.

Estvan, Frank J. "Teaching the Very Young: Procedures for Developing Inquiry Skills," Phi Delta Kappan, V.L, 7, March 1969: 389-393. YC

The author makes an authoritative and explicit statement on early teaching of "inquiry behavior." The approach must be diagnostic and individualized. The teacher is to help the child formulate questions important or meaningful to him and help him to find answers. Throughout, the teacher evaluates the child's behavior to determine the suitability of goals and teaching techniques as well as the progress he is making.

Everett, Lorene. "Children + Parents + Teachers + Community Involvement = A Successful Early Childhood Education Program," Elements: Translating Theory into Practice. Univ. of Alberta, Dept. of Elementary Education, V.II, April 1971. YC

The writer's description of her experience in an early childhood education program provides ideas which other educators may wish to use. Suggestions include classroom arrangement, staggered enrolment, bringing the child to the world, etc. These strategies aim at the development of the whole child -- physical, cognitive, social and emotional. Parental and community involvement promote a better understanding of the child.

Feshbach, Norma D. and Devor, Geraldine. "Teaching four-year-olds," Child Development, V.40, 1, March 1969: 183-190. OISE

This study confirmed the hypothesis that middle-class Caucasian children would use more positive reinforcements and lower-class children more negative reinforcements when interacting with peers.

Fleiss, Bernice H. (comp.) "A Beginner's Bibliography," Young Children, V.XXVIII, December 1972: 84-89. YC

It is a list of basic books and pamphlets useful to teachers and curriculum planners in early childhood education. The items are briefly annotated.

Fort, Jane G., Watts, Jean C. and Lesser, Gerald S. "Cultural Background and Learning in Young Children," Phi Delta Kappan, V.L, 7, March 1969: 386-388. YC

Early family experiences influence the child's subsequent learning ability. The writers report evidence that children from different ethnic groups display different patterns of mental abilities which develop during the early years. Recognizing these differences may help educators to understand more fully and to capitualize upon the pluralism and diversity of society.

Fowler, William. "A Developmental Learning Strategy for Early Reading in a Laboratory Nursery School," Interchange, V.2, 2, 1971: 106-125. YC

A three-year investigation on early reading, using a developmental learning model for cognitive structuring and sequencing learning processes, was designed to test the efficacy of the model in a practical nursery school setting in

Toronto. A diversity of teaching styles had been employed. Using primers, guides and materials developed by the investigator, a high percentage of children ranging from three to five years old learned to read with moderate to high fluency and interest. This study was supported by research literature and documented by studies.

Frost, Joe L. "Analyzing Early Childhood Education Programs: A. The Nature of Educational Objectives," Educational Leadership, V.28, May 1971: 796-801. YC/NY

Program objectives, states this article, describe the major intent of a program, which may be custodial or educational, but they are not always indicative of actual practice. Intermediate objectives are categorized for educational purposes as cognitive, affective, or psychomotor, but these divisions are artificial. Specific instructional goals may be reached by analysis. The article examines objectives under the headings of range and priority of objectives; degree of relatedness among them; their process-contentproduct focus. Explanatory charts accompany the author's definitions.

Gayfer, Margaret. "The critical years: New focus on early childhood education," School Progress, V.41, 10, October 1972: 58-59. YC

There is a growing awareness in Canada of the developmental influences that impinge upon a child before grade 1. This article cites reports on preschool education. What is truly "critical" for early education programs is that the goals are continually incorporated into the framework of an on-going design for learning. The home and the community must be complementary and not substitute for each other. Early education is offered within the broad context of total family education.

Gilstrap, Robert. "Early Childhood Education: Some Questions and Answers," Today's Education, V.59, 4, April 1970: 39-40. YC

Some basic concerns including the curriculum, teacher preparation, materials, a well-balanced schedule, parental involvement, readiness and the effect of participation on the child are discussed.

_____. "Early Childhood Education in the 70's: A View from NEA Centre," Peabody Journal of Education, V.48, January 1971: 153-157. NY

The author summarizes eight major developments within the early childhood education program of the NEA. He lists nine ways in which organizations affiliated with the NEA have shown interest in early childhood education. He concludes that in the 70's organizations "must work toward the increased professionalism of their members who work with young children" to overcome the gap between the official commitment of organizations and that of their members.

Gordon, Ira J. "The Beginnings of the Self: The Problem of the Nurturing Environment," Phi Delta Kappan, V.L, 7, March 1969: 375-378. YC

The writer explains the significance of each childhood year for subsequent education, based on the theory of the Self. Once it has developed, it becomes "the evaluator, selector, judger, and organizer of future experience." He concludes that these early years are crucial in determining school performance through the mechanism of the self-concept.

_____. "Parent Involvement in Early Childhood Education," The National Elementary Principal, V.L1, September 1971: 26-30. NY

The field of early childhood education is moving towards a new home-school partnership that recognizes that children learn throughout the day, and that the motivation to learn requires a total living situation where parents and teachers work together. The University of Florida Follow Through Program, described in this article, takes this path.

Gray, Susan W. and Klaus, Rupert A. "The early training project: a 7th year report," Child Development, V.41, 4, December 1970: 909-924. OISE

This report was to investigate the effectiveness of preschool intervention programs. Over the years the experimental group of children from low-income homes remained significantly superior to the control group in intelligence tests, language and achievement. However, these differences were no longer evident by the end of 4th grade. The writers concluded an intervention program before school entrance "cannot carry the burden of offsetting progressive retardation."

Hall, Edward T. "Listening Behavior: Some Cultural Differences," Phi Delta Kappan, V.L, 7, March 1969: 379-380. YC

The listening behavior among disparate culture groups differs. Culture encompasses more than beliefs and mores in the conventional sense. How one listens and how one talks do make a difference. These comments bear directly on the improvement of teacher-learner relationships, especially in a setting with culturally different children.

Harms, Thelma. "Evaluating Settings for Learning," Young Children, V.XXV, May 1970: 304-308. NY

Everything present in an environment, says the author, tells a child how to live in that particular setting: each setting for learning needs to be looked at individually. She gives four categories of questions to identify strengths and problems in any educational setting; they are listed under the headings, "The Physical Environment;" "The Interpersonal Environment;" "Activities to Stimulate Development;" "Schedule." A brief bibliography is appended.

Hartley, Ruth E. "Play: The Essential Ingredient," Childhood Education, V.48, November 1971: 80-84. NY

In play, states this article, a child learns the processes through which learning takes place, and the concepts needed for thinking: understanding comes through repeated concrete experiences. Activities such as finger-painting, water play, block play, dramatic play, even sex play are all mind-building. Research shows that pupils from a child-centred school are not inferior in any traditional subject matters, and are superior in activities calling for invention and originality.

"Head Start in the Grand Canyon," Saturday Review, Education, V.LV, 30, July 1972: 34-37. YC

An innovative approach to organizing a Head Start program for the pre-schoolers of the Havasupai Indians living in Havasu Canyon is described. This program is modelled on the following principles: to make the transition to the outside world as easy as possible for the children of the reservation, and to honour the culture and dignity of an ancient people.

One main responsibility of the Head Start teachers is to instruct the rudiments of English and basics as physical coordination, colours, etc. Cameras and tape recorders prove useful as teaching devices.

Heffernan, Helen. "Early Childhood Education: Influence on the Elementary School," Today's Education, V.59, 4, April 1970: 41-42. YC

Different stages in education should be seen as an orderly sequence of experience. In order to provide continuity and progression in the educational program, kindergarten must be designed as an integral part of the elementary school, serving the same goals. The extension of education downward calls for a re-examination of the elementary school because every year of schooling will be affected.

Hodges, Walter L. 3. "Analyzing Early Childhood Education Programs: C. Administrative Considerations," Educational Leadership, V.28, May 1971: 806-808. YC/NY

This article lists and comments upon four sets of basic variables that relate to the initiation and conduct of an early childhood program. The categories are: prerequisite considerations, seven of which are given; staff development; staff involvement, and community involvement.

Hymes, James L. "Emerging patterns in early childhood education," Young Children, V.XXII, 3, January 1967: 158-163. OISE

The author discusses some patterns associated with the current national "rediscovery of the young child." He warns against the deterioration of quality in the various kinds of programs offered by diversified agencies to meet the demand.

_____. "Why Programs for Young Children," Today's Education, V.59, 4, April 1970: 34-36. YC

Narrow answers to questions concerning the reason for implementing early childhood programs and our expectations of them are often misleading. It is impractical to isolate one area of human experience, e.g., reading readiness and to turn the early childhood program away from general, humane, liberal arts education. Nor is socialization of the child the only goal. A good nursery or kindergarten program seeks to promote the intellectual, physical, social, and emotional development of the child. It is not designed to deal with "one separate slice of the human."

"Junior Kindergartens," Education in North York Schools, 58, October 1972. YC

The Junior Kindergarten Program is designed to extend and expand the skills and learning children have acquired at home. The Borough of North York, under the new policy approved by the Metropolitan Toronto School Board, has established Junior Kindergartens as an alternative form of early childhood education since September 1972.

Kagan, Jerome. "Preschool Enrichment and Learning," Interchange, V.2, 2, 1971: 12-22. YC

Some basic cognitive units and processes involved in "intellective functioning" are discussed. It is argued that the concept of intelligence has no explanatory meaning and that the components selected to characterize the "intelligent" child will change over culture and history. Thus it is important to promote pluralism in curriculum content and educational goals.

_____ and George Riemer. "Early Childhood Education: A Dialogue," The National Elementary Principal, V.LI, September 1971: 38-47. NY

Riemer and Kagan discuss a number of ideas. Commenting on Piaget's theories, Kagan notes that Piaget entered psychology with a strong nineteenth century evolutionary bias. Psychologist's theories are often misinterpreted and mis-applied in school curricula. Business must not decide what to teach and what to test. Teachers should be chosen on the basis of their personality.

Kamii, Constance and David L. Elliott. "6. Evaluation of Evaluations," Educational Leadership, V.28, May 1971: 827-831. YC/NY

Program evaluation, says this article, is one of the weakest aspects of the recent surge of activity in early childhood education. Summative evaluation has three major flaws; comparative evaluation has all the problems of summative evaluation and more. The article concludes that considerable further work is necessary in both the conceptualization of program objectives and in the development of instruments. Both are dependent on the formulation of theories concerning human development.

Karnes, Merle B., Teska, James., and Hodgins, Audrey S. "The effects of four programs of classroom intervention on the intellectual and language development of 4-year-old disadvantaged children," American Journal of Orthopsychiatry, V.40, 1, January 1970: 58-76. OISE

Differential effects of four preschool programs were evaluated through standardized tests. These programs represented levels of structure from the traditional nursery to the highly structured preschool. Results indicated children in the Experimental programs (high on the structure continuum) showed greater progress than those who participated in programs low in structure.

_____. "The successful implementation of a highly specific preschool instructional program by paraprofessional teachers," Journal of Special Education, V.4, Winter 1970: 69-80. OISE

This study aimed to determine whether an indigenous paraprofessional teaching staff could, through sustained in-service training and daily supervision, implement a highly specific preschool instructional program. The results indicate the possibility of employing paraprofessional teachers to solve preschool staffing problems.

_____, and Badger, Earladeen D. "Educational intervention at home by mothers of disadvantaged infants," Child Development, V.41, 4, December 1970: 925-935. OISE

The report describes the effectiveness of the mother training program to prevent the developmental deficiencies of disadvantaged children by the age of 3 or 4. The performances of the experimental group of children were significantly superior to those of the control group.

Karnes, Merle B., Zehrback, R. Reid, and Teska, James A. "A New Professional Role in Early Childhood Education," Interchange, V.2, 2, 1971: 89-105. YC

The failure of preschool programming lies more in the narrowness of the definition of education, which prevents the involvement of parents in the child's education, both in school and at home. One remedy suggested here is the employment of indigenous personnel to perform a paraprofessional role in the classroom. Findings and implications of six studies presented in this article provide the basis for a new role model in early education -- The Paraprofessional Educator Manager (PEM). The writers draw the following conclusions: (1) The effectiveness of the professional teacher can be extended through the use of non-professional personnel as teachers in the classroom; (2) Family members can be helped to acquire new competencies for teaching their young children; (3) Paraprofessionals can help family members acquire improved skills for teaching their young children.

Keister, Mary Elizabeth. "Can Infants Thrive in Group Care?" The Education Digest, V.XXXVII, 6, February 1972: 48-50. YC

Contrary to the general belief, children in day care centres do not necessarily develop symptoms of "institutionalism," e.g., maternal deprivation, nor is a day care centre an "institution." However, the writer adds that the out-of-home daytime care of children younger than two years in groups presents special hazards and demands a serious concern for a variety of safeguards. A project (described in this article) undertaken to discover whether group care is detrimental to infants and toddlers has not provided conclusive evidence. Quality care is suggested to be the determining factor.

Keyserling, Mary Dublin. "Day Care: Crisis and Challenge," The Education Digest, V.XXXVII, 5, January 1972: 38-41. YC

The writer identifies two groups of children in need of developmental day care: (1) children of working mothers; (2) disadvantaged children. She outlines today's day care shortage crisis and emphasizes the need for developmental day care, as custodial care of children does not contribute to intelligence and behavior patterns. The real question is how to achieve quality in this great mixture of day care homes, propriety centres and public centres.

Klein, Jenny W. "Educational Component of Day Care," The Education Digest, V.XXXVIII, 1, September 1972: 60-62. YC

Developmental day care, as opposed to custodial care, attempts to meet a wide range of physical, emotional, social, and intellectual needs. Activities in such day care programs will have an "educational potential." The essence, the writer believes, is individualization. The goals of a good early childhood education program and the policies made may well decide whether day care will be a "sterile experience" passively endured or a "positive force" in the lives of children and parents.

_____. "Head Start: Intervention for What?," Educational Leadership, V.29, October 1971: 16-19. YC/NY

The article explains that Project Head Start has a precedent in the late nineteenth century kindergarten program for imigrant children. Head Start, a comprehensive program in early intervention, addresses itself to the physical, emotional, and educational needs of the child. Evaluation is difficult, states the article, since good experimental designs are seldom possible, but available data shows positive results. The article blames the current educational approach of the public schools for the decrease in impact as children go through the early grades. The Planned Variation experiment, described in the conclusion, studies the effects of several approaches.

_____. "Head Start: National Focus on Young Children," The National Elementary Principal, V.LI, September 1971: 98-103. NY

The author explains the three basic concepts of Project Head Start and the six objectives of the "total impact" approach for preschoolers. The

overall goal is strengthening the sense of dignity and self-worth of the child. Local determination and participation is inherent in the program. Complementary or supporting services are essential to the concept. The Project, recognizing the universality of educational goals, originally copied nursery school curricula. Implications for early childhood education are significant.

Kluge, Jean. "What the World Needs Now: Environmental Education for Young Children," Young Children, V.VXVI, May 1971: 260-263. NY

The child becomes familiar with his world through observation, which precedes the ability to relate ecological effects to man-made causes. Conceptual learning comes naturally from environmental awareness; problem-solving begins with recognition.

Kohlberg, Lawrence. "Early education: A cognitive-developmental view," Child Development, V.39, 4, December 1968: 1013-1062. OISE

The author reviews the implications of the cognitive-developmental theories of Baldwin, Dewey, Piaget, and Vygotsky for preschool education. He analyses the concept of the cognitive stage basic to these theories and quotes empirical studies supporting the validity of intellectual development. The preschool period is a critical time for the environmental stimulation of general intelligence. This paper concludes that the theories reviewed do not lay emphasis upon specific forms of preschool intellectual stimulation. They do imply a systematic formulation of the cognitive-developmental components of different elements -- play, constructive, aesthetic and social activities in preschool education.

Kondo, Allan K. "Children Can't Think," The Education Digest, V.XXXV, 5, January 1970: 32-33. YC

This article teaches the questioning technique in the classroom. If teachers want children to do more imaginative and critical thinking, they must phrase questions to encourage these modes of thoughts and give children more time before demanding answers.

Krausen, R. "The relationship of certain 'pre-reading' skills to general ability and social class in nursery children," Educational Research, V.15, 1, November 1972: 72-79. YC

This study sought to determine the degree to which visual perception skills are related to language and general ability in nursery school children. Findings revealed that in preschool years competence in these skills is highly related to language ability. Results also confirmed the general belief that the main social class difference between preschool children is only in language skills; there is no significant difference in any visual perceptual tests.

Krech, David. "Psychoneurobiochemeducation," Phi Delta Kappan, V.L, 7, March 1969: 370-374. YC

The author discusses the promise and danger in recent advances in our understanding of the brain. His hypothesis regarding "species-specific" enrichment experiences and his interpretation of language development make an interesting contribution to educational research.

Lay, Margaret. "Early Childhood Education: The Scene Then and Now," The Education Digest, V.XXXVI, September 1970: 36-38. YC/NY

The "permissive" "child-centred activity" of the 1950's has been replaced by the Bruner-based idea that a child's environment must contain materials which allow appropriate discoveries to be made. Head Start federal funding caught early childhood educators unaware. The new situation demanded new perspectives on early childhood education. Educators need final answers about the effectiveness of the whole variety of programs now available. Until then educators must continue implementing programs according to carefully considered hunches.

Lazerson, Marvin. "The Historical Antecedents of Early Childhood Education," The Education Digest, V.XXXVIII, 3, November 1972: 20-23. YC

The writer traces the history of early childhood education movement from the institutionalization of the kindergarten to the preschool expansion. He identifies three themes which have dominated the history of preschool education in the United States: (1) the expectation that schooling for the young will lead to social reform; (2) the importance of childhood; (3) the reform of education practices.

"A learning centre for young and old," School Progress, V.41, 10, October 1972: 61. YC

The Learning Prescription Centre at St. Frances Xavier University in Antigonish, Nova Scotia, is an experimental project in its pilot stage. It serves preschoolers at home, and has become a remarkably useful instrument for the continuing education and entertainment of senior citizens. The emphasis is on more individualized teaching.

Leiner, Marvin and Ubell, Robert. "Day Care in Cuba: Children are the Revolution," Saturday Review, Education, April 1972: 54-58. YC

This article gives an interesting account of a massive national day care program in Cuba. Believing that the school environment is instrumental in altering attitudes and developing new perspectives, Cubans trust the school setting to change pre-revolutionary attitudes towards collectivism, socialism, work, and man's role in society. For the Cubans, the essential goal of education -- and not day care alone -- is the creation of the New Cuban Man.

Lindberg, Lucile. "The Function of Play in Early Childhood Education," The National Elementary Principal, V.LI, September 1971: 68-71. NY

The author gives examples of children at early childhood centres to show how children learn through highly motivated play. The programs provide physical space, socialization experiences, opportunities for intellectual, emotional and language development. Differences of opinion exist concerning how these goals of maximum development may be obtained, but none exist about the need for highly qualified teachers.

Macdonald, James. "A Proper Curriculum for Young Children," Phi Delta Kappan, V.L, 7, March 1969: 406-408. YC

It is imperative that some guiding concept of proper curricula for young children be developed. They should be relevant to the individual, the society and the ethics of relationships. This curriculum, as man-made environment, can be seen in terms of its eliciting, shaping, and relating possibilities.

Margolin, Edythe. "Conservation of self-expression and aesthetic sensitivity of young children," Young Children, V.XXIII, 3, January 1968: 156-160. OISE

Do kindergarten children given special teaching in self-expression in art, body movement, creative dramatics, and poetry show more individuality of production in these areas than a control group given regular classroom instruction? This study concluded that children in the experimental groups showed more individuality in both art and body movement. Results are reported only for these two areas. No details of method or of data analysis has been given.

Maundcote-Carter, L.W. "Learning to learn," School Progress, V.40, 11, November 1971: 18-20. YC

The Montessori approach and philosophy in education may provide an answer to a controversial issue in today's education namely, freedom vs. constraint. This short article describes briefly the underlying principle of Montessori education -- respect for the child's dignity. This pedagogical method, physical environment, materials, and equipments contribute to the early development of the child.

Meierhenry, W.C. and Stepp, Robert E. "Media and Early Childhood Education," Phi Delta Kappan, V.L, 7, March 1969: 409-411. YC

The role of educational media in early childhood education is fully documented by recent research and development, which indicate the growing importance of artfully designed equipment and materials to evoke particular behaviors in the nursery school. The bases for argument are: -

1. There is a difference between mass media and educational media.

2. All young children need experience which requires some restructuring on the part of the individual child. Something more than a neutral position is necessary for the "stimulation and direction of a child's intellectual development."
3. Man's future developments may place much greater emphasis on the capacity to manipulate a wide range of symbols.

Provision for the appropriate use of media must be made if the fullest cognitive and affective development of the child is to be achieved.

Miezitis, Solveiga. "The Montessori Method: Some Recent Research," Interchange, V.2, 2, 1971: 41-59. YC

This paper begins with a brief review of the Montessori method for educating preschool-age children, based on the ideas about child development. A critical evaluation of this method follows. The second part of the paper deals with comparative research studies in relation to several types of non-Montessori programs with economically disadvantaged and middle-class populations.

Mondale, Walter F. "Day Care: Education or Custody," The National Elementary Principal, V.LI, September 1971: 79-83. NY

The "death" and "crisis" of the school years documented by Kozol and Silberman come before school age to many children. The Head Start Program serves fewer than 10% of disadvantaged preschool children. Quality services are offered only at socio-economic extremes, and most programs are largely custodial. Emphasis is shifting from "develop the child" to "free the mother to work."

Moore, Raymond S., Moon, Robert D. and Moore, Dennis R. "The California Report: Early Schooling for All?" Phi Delta Kappan, V.LIII, 10, June 1972: 615-621. YC

This is a provocative analysis of the problem on early education. The writers comment on the recommendations of the "Report of the Task Force on Early Childhood Education," the California State Board of Education, November 1971. That all children four years of age and older receive formal schooling is based on a seriously erroneous interpretation of research evidence, argue the authors. More public support should go toward preparing people to become effective parents and for programs for early detection and treatment of educational deficits. Not only are the costs of earlier schooling formidable, say the authors, but research suggests possible damage to young children. Extensive counterarguments accompanied and followed this article.

Moyles, E. William and Wolins, Martin. "Group care and intellectual development," Developmental Psychology, V.4, 3, May 1971: 370-380. OISE

Several hundred children in various group care programs were compared for cognitive development with children reared at home. When compared with age-mates living with natural families, the group-reared children did not show any of the developmental deficiencies usually attributed to "institutional" rearing.

Nedler, Shari and Sebera, Peggy. "Intervention strategies for Spanish-speaking preschool children," Child Development, V.42, 1, March 1971: 259-267. OISE

This study was designed to compare the effectiveness of three early intervention programs for disadvantaged three-year-old Mexican-American children. The three strategies were: a planned Bilingual Early Childhood Educational Program, a Parental Involvement Program and a traditional day care centre. After a nine-month intervention period, all subjects were tested. Children placed under the planned Bilingual Early Childhood Educational Program made significantly greater gains in all measures.

Ogletree, Early. "'Sesame Street' too Tied to Cognition," The Times Educational Supplement, June 4, 1971: 17. NY

Sesame Street, according to a study conducted by Dr. Herbert A. Sprigle, and reported in this article, has failed to prepare socially disadvantaged children for first grade, and has failed to make them "catch-up" cognitively and academically with advantaged children. The control group attended a teacher-directed Kindergarten program giving emphasis to emotional and social development as well as to cognitive skill, and scored significantly higher in later tests than did the "Sesame Street" group.

Omwake, Eveline. "Preschool Programs in Historical Perspective," Interchange, V.2, 2, 1971: 27-40. YC

This paper compares two types of preschool programs -- the academic preschool and the modern American nursery school -- and identifies controversial issues relating to early education. It traces the history of the nursery school movement and establishes the significance of the teacher-child relationship.

Orhan, Shije and Radin, Norma. "Teaching mothers to teach: a home counselling program for low-income parents," The Family Co-ordinator, V.18, 4, October 1969: 326-331. OISE

A methodology used by a counsellor in working with parents of disadvantaged kindergarten children is described here. It laid emphasis on the parent's role in fostering the cognitive development of children. Parents were shown how to teach their children concepts to support the school curriculum and to evaluate progress.

Patterson, June M. "3. Analyzing Early Childhood Education Programs: B. Instructional Procedures," Educational Leadership, V.28, May 1971: 802-805. YC/NY

The kind of activity in a program with a particular set of objectives depends on the materials and equipment available, the spatial arrangement of them, and the scheduling for use of them. A vast set of role variations exist between extremes of teacher-centred and child-centred learning situations. Grouping can be an important strategy in creating situations which support cognition as well as affect.

_____. "3. Analyzing Early Childhood Education Programs: D. Evaluation," Educational Leadership, V.28, May 1971: 809-811. YC/NY

An evaluation may be either process-or product-oriented, and its purpose described as summative, comparative, or formative. In evaluating, it is necessary to decide what program variables are to be used to describe and define the model and the program. The time schedule for collecting data is determined by the purpose of the evaluation; many types of instruments, categorized into five general types, may be used to collect data. It may be desirable to assess the evaluation.

_____. "Guidelines for the Analysis of Description of Early Childhood Education Programs," Educational Leadership, V.28, May 1971: 812-820. YC/NY

This article presents comprehensive guidelines for the analysis of Early Childhood Education Programs. The guidelines are divided in five main parts: I. Assumptions Regarding Human Development and Learning; II. Aims and Objectives; III. Principal Program Components or Procedures; IV. Administrative-Organizational Requirements; V. Evaluation of the Program, with each part having several sections and subsections.

Pforr, Jane. "The Parent: A Key to a Successful Program," Elements: Translating Theory into Practice. Univ. of Alberta, Dept. of Elementary Education, V.II, April 1971. YC

Parental involvement is viewed as important in the education of the child. The writer suggests ways in which parents and teachers can help enrich the learning process. These include home visits, discussion groups, and impromptu telephone calls, etc.

Radin, Norma. "The impact of a kindergarten home counselling program," Exceptional Children, V.36, 4, December 1969: 251-256. OISE

Three matched groups of disadvantaged children who had participated in a preschool program underwent differential kindergarten experiences. After six months, the experimental group gained higher IQ points and showed greater improvements in other measured areas than the two control groups. The superior performance by children and a more stimulating home environment were the results of a parent counselling program.

Rankin, Eugene L. "As you can clearly see ...! Mediating the Young Child's Learning Through Pictures," Elements: Translating Theory into Practice. Univ. of Alberta, Dept. of Elementary Education, V.III, April 1972. YC

The assumption that pictures bring concreteness to instruction directed toward young children is misleading. "Visual literacy is, as is verbal literacy, auditory literacy and even cultural literacy, a developmental process having somewhat clearly defined age, socio-economically, and culturally based stages." Cognitive development is a function of age, experience and

ability, as experience and ability are affected by culture and relative socio-economic advantage. The implication of this theory is, not only must young children be learning from pictures, they are also learning about pictures. They do so by experiencing the things they must attend to in the picture. Another approach is by providing them with a mediating device, e.g., a polaroid camera.

Rattner, Leo. "The Pampered Child," The Education Digest, V.XXXVII, 7, March 1972: 14-16. YC

The pampered child develops a life style which will probably bring deficiencies and problems to his school years. This article suggests a few rules of dealing with the problem child. The educator can foster the child's independence and self-reliance. Parents must also be educated in the harmful effects of pampering.

"Report from the Early Childhood Education Committee," OTF Reporter, 18, Autumn 1970: 16. YC

The keynote of the Committee's work during the 1969-70 period was a Regional One-day Conference on Early Childhood Education held in Peterborough, April 1970. Some ideas presented include: (1) the necessity of trying out new education methods on children, of putting theory into practice; (2) two schools of thought in early childhood education: a. preparing the child for grade 1 in the nursery, b. allowing the child to develop as a person; (3) children need to be taught to express what they have learned.

"Report from the Pre-School Education Committee," OTF Reporter, 15, October 1969: 23. YC

The purpose of the Pre-School Education Conference was to help the Committee gather background materials about existing programs to create a forum of dialogue among major groups interested in pre-school education, to seek common ground and to report this information to the Federation.

Riles, Wilson. "A New Beginning for California's Children," Phi Delta Kappan, V.LIII, 10, June 1972: 613-614. YC

Early childhood, the writer states, is the best place to start in reforming the weaknesses of the education system. As State Superintendent of Education, he appointed a task force on early childhood education to rethink the education of primary children in California. The key issue of the proposals is establishing an improved, more effective program. It offers individualization, with the involvement of parents and paraprofessionals. It aims at inspiring interest and motivation, allowing for continuous progress, building upon success and ensuring positive attitudes of self-worth.

Ryan, Thomas J. "Poverty and Early Education in Canada," Interchange, V.2, 2, 1971: 1-11. YC

This paper establishes the case for early childhood intervention programs (to enrich environmental experiences) through a portrait of the disadvantaged child and a discussion of findings regarding early experiences. With few exceptions, early education programming in Canada are "deficient in diversity of approaches and lack systematic evaluation of program benefits." The writer gives a critical appraisal of the issues involved in intervention research, and concludes with certain proposals: (1) an increased emphasis upon the operational specificity of programs; (2) a conceptual framework to measure program features and behaviours; (3) evaluative research, and; (4) studies to assess the effects on children who have participated in such programs.

Schulz, Florence. "Helping parents of two-year-olds," Young Children, V.XXIII, 3, January 1968: 161-169. OISE

Parental involvement in early childhood education is deemed important. This paper reports the experience of the author and her colleagues in operating one hour a week "nursery schools" for eight children at a time for eight-week periods, with the mothers of these children playing a dominant role. The author regards the experience as being more valuable for the parents than for the children.

Shane, Harold G. "The Renaissance of Early Childhood Education," Phi Delta Kappan, V.L, 7, March 1969: 369, 412-413. YC

The writer traces the widespread reawakening of interest in the very young child and gives an inventory of factors resulting in this renaissance. This interest has great educational promise if we succeed in developing psychologically sound and socially contributive programs for the two-through-five age group.

Spiker, Howard H. "Intellectual Development Through Early Childhood Education," Exceptional Children, V.37, May 1971: 629-640./ The Education Digest, V.XXXVII, 2, October 1971: 35-38. YC/NY

"This article identifies some of the critical variations among preschool programs and discusses the manner in which such variations seem to affect the intellectual development of disadvantaged or culturally different children. For this purpose an in depth analysis (is) made of a select group of carefully designed experimental preschool studies. Attention (is) given to the effectiveness of home interventions, the optimum age for intervention, and the effect of differing lengths of intervention programs." The experimental findings should be applied to general preschool programs such as Head Start.

Spodek, Bernard. "Early Learning for What?" Phi Delta Kappan, V.L, 7, March 1969: 394-396. YC

This article examines various traditional instructional models and goals for early learning: the school as an acculturator, as an agency for vocational

preparation, preparer for college entrance, as a miniature university and as a "system." The writer suggests an alternative -- "the transactional model" -- with the involvement of the young child in curriculum decisions.

_____. "Pressure on Young Children," Theory Into Practice, V.VII, 1, February 1968: 14-16. YC

Programs of early achievement and early stimulation designed to untap the potential of each child have replaced programs of "safe supportive separation from adult pressures and adult demands." Pressures upon children come from various directions: they have negative effects on the oppressed. The author advocates the need to develop a plan of action for schools -- to teach children how to cope with pressures.

_____. "What are the Sources of Early Childhood Curriculum?" Young Children, V.XXVI, October 1970: 48-58./ The Education Digest, V.XXXVI, 5, January 1971: 49-52. YC/NY

The educational process cannot be based on the natural activity of the child because the child should be different as a result of experiencing it. Child development theories, learning theories and behavioral objectives, theories of intelligence and the content of later schooling are misused as curriculum guides. They should be used as resources for teaching the "personal autonomy based upon reason" that is the goal of education for children.

Staines, J.W. "Assumptions Underlying Programs for Cognitive Growth in Australian Pre-schools," Interchange, V.2, 2, 1971: 60-70. YC

Three areas of concern for the Australian preschool teacher are analysed: the nature of education, the nature of the child, and the nature of the teacher's task. The third area is closely related to the teacher's goals and means. She sees her task as three problems: -

1. What kinds of developmental changes are possible for any child?
2. Which of these developments are psychologically and socially suited to a particular child?
3. Given the chosen developments, how are they to be obtained?

Stein, Sara. "Early Childhood: Warm-up for Preschool," Saturday Review, Education, V , 1, January 1973: 49-50. YC

The writer suggests some strategies for selecting a preschool. Certain factors to consider include the school's philosophy, the routine day, materials, and equipment for creativity and the staff.

_____, and Smith, Carter. "Return of Mom," Saturday Review, Education, V.1, 3, April 1973: 36-42. YC

Authorities increasingly agree that the most critical ingredient in early learning is the part played by parents. Schools could provide the necessary intellectual stimulation in the shape of early intervention, but the environment affecting growth and development is the home. The authors describe

various kinds of parental involvement in education, but warn each has its own unique pitfalls. The rewards of mom's new roles are great -- but so are its challenges.

Strickland, Joann H. and Alexander, William. "Seeking Continuity in Early and Middle School Education," Phi Delta Kappan, V.L, 7, March 1969: 397-400. YC

This article is an examination of the requirements for linking early childhood and middle childhood education in an unbroken chain of appropriate learning experiences. The writers draw a comparison of early and middle schools (designed for children "in-between" earlier childhood and adolescence). The similarities suggest several possibilities for improving continuity of education at least through pre-adolescence.

Sutton-Smith, Brian. "Early Childhood: Play Pays Off," Saturday Review, Education, V.I, 1, January 1973: 49. YC

An experiment with four-year-olds in a laboratory concludes that play has some payoff in evolution and in culture. This activity is one in which children transform the object into something part of their own imagination. Through play, children build up various associations to the play objects and are capable of giving many more creative responses for that object.

Toles, George. "The many models of learning," School Progress, V.41, 10, October 1972: 60. YC

Educating children who will live in the year 2000 and beyond can't wait for formal schooling to begin. This is the theory behind the Octagon of Learning, a unique centre in Medford, New Jersey. The name is derived from the eight areas of child development stressed in the program, and reflected in the octagonal shape of the building. The Octagon provides the open learning environment to prepare preschoolers to cope with the challenge of an open space concept of education.

Torrance, E. Paul. "Influence of alternate approaches to pre-primary educational stimulation and question-asking skills," Journal of Educational Research, V.65, 5, January 1972: 204-206. OISE

This study was designed to investigate the influence of the creative-aesthetic and a traditional kindergarten approach to educational stimulation on the question-asking skills of 5-year-old children. Results indicated the creative-aesthetic approach is more effective in the development of mature question-asking skills than the traditional kindergarten method.

Tucker, David G. "Free the Children," Elements: Translating Theory into Practice, Univ. of Alberta, Dept. of Elementary Education, V.III, April 1972. YC

The writer discusses two basic principles of the learning theory: (1) learning is seldom a steady or precise process for children; (2) learning happens only to individuals, not to groups. He urges the classroom teacher to free

children from apathy and frustration towards formal learning. Most young children possess a curiosity and a desire to understand themselves and how they relate to the rest of the environment. However, much of the curricular arrangements and instructional patterns employed in contemporary schooling seem to stifle rather than facilitate this natural creative way of learning.

Tumin, Melvin. "Emerging social policy in the education of young children," Young Children, V.XXIII, 3, January 1968: 132-145. OISE

The author brings out the significance of education in the shaping of children at an early age. The growth and development of children will be worth the cost of program implementation and the effort. He condemns laying too much stress on the cognitive goals of education and too little on the affective side.

Vane, Julia R. and Davis, William M. "Factors related to the effectiveness of preschool programs with disadvantaged children," Journal of Educational Research, V.64, 7, March 1971: 297-299. OISE

A group of disadvantaged children who attended a summer Head Start program made significant gains in tested IQ. Many of them had higher measured intellectual ability than is usually expected. This study also indicated that compensatory preschool programs would be more effective if they are planned to meet the needs of children with a broad range of intellectual potential.

Wein, Norman. "The Education of Disadvantaged Children," Educational Research, V.13, 1, November 1970: 12-19. YC

This article reviews programs on preschool education in the United States, Israel, the People's Republic of China and Great Britain. The common aims of such early childhood programs are school readiness skills concerned with language development, conceptual and perceptual development, delayed gratification, socialization, and auditory as well as visual discrimination. Emphasis is laid on the child's self-image and parental involvement in the newer programs. Tests are devised to tap as many facets of the child's experience as possible. The pitfall is that children's scores are highly unreliable. Thus it is important to test children five, ten, or even more years after the program is ended. Nor should we circumscribe the success of the preschool program by merely using those standardized tests as indicators.

White, Burton L. "An Analysis of Excellent Educational Practices: Preliminary Report," Interchange, V.2, 2, 1971: 71-88. YC

Many children are ill-prepared for formal schooling at the age of six. This paper is a preliminary report of a larger project designed to generate knowledge about how best to raise children, so that their basic abilities might develop as well as possible during the first six years of life. The strategy has been to observe systematically and intensively how some families are doing a good job with their children. This article concludes with preliminary results of the project.

_____. "High Payoff Likely on Money Invested in Early Childhood Education," Phi Delta Kappan, V.LIII, 10, June 1972: 610-612. YC

The writer argues that a shift of resources may be sensible -- to invest heavily in the first years of a child's life and spend less as he moves through elementary and secondary education. Children are being educated in areas of profound importance during the first six years of life. He believes that future Western societies will assume responsibility for guiding the educational development of all children from birth. This step does not necessarily involve formal schooling but implementation of the following principles: (1) education for parenthood; (2) the need to know about sensory development in the first years of life; (3) treatment for early detected sensory defects.

Zigler, Edward F. "Child care in the 1970's," The Education Digest, V.XXXVIII, 3, November 1972: 24-27. YC

Granted that the first few years in a child's life are important, one has to be aware of the stage-like progression in the optimal development of the child. There is a basic continuity to all aspects of life, and our efforts for children must respect this fundamental fact of human development. The writer analyses problems associated with Head Start and day care. He sees a Head Start of the future in which something like Family and Child Centres will provide a variety of programs. Having established the case for day care, he states the real issue lies in the objectives and quality of day care -- custodial or developmental. Attention is also drawn to the changing nature of the family and the lessening of community support for child-rearing.

_____. "Contemporary Concerns in Early Childhood Education," Young Children, V.XXVI, January 1971: 141-156. NY

The Director of the newly created Office of Child Development explains its responsibilities. The public's early sympathy for Head Start has vanished, but the program has served the physical, social, and intellectual needs of the disadvantaged child. The Kirschner report shows the program's impact. Day Care will increase in massive proportions, ideally offering the same developmental services as Head Start. Prototypes for good programs are being explored by early childhood educators who met at Airlie House. The country needs specialized Day Care workers. Children's centres must be socio-economically and racially integrated. (A question and answer period follows Zigler's talk.)

RESEARCH REPORTS:

Anderson, Scarvia B. "Educational Criteria and the Chesire-Cat," Princeton, N.J.: Western Regional Conference on Testing Problems, Proceedings 1967. Educational Testing Services, 1968. YC

Would-be-evaluators of education are seeking direction, but objectives sought and criteria by which to attain them are elusive. The objectives of this study were to define what "school readiness" means to teachers and child development experts, and to determine the relation of teachers' and experts' readiness criteria to the general goals of preschool education. The test was based on behavioral indices. Results revealed teachers are more likely to define readiness in terms of cognitive skills and experts ascribe equal weights to the three major categories: sensory/motor, cognitive/intellectual, and social/personal. There is also some discrepancy between teacher and expert expectations for grade 1 students and the general goals of preschool education.

Bogatz, Gerry Ann and Ball, Samuel. A Summary of the Major Findings in the Second Year of Sesame Street: A Continuing Evaluation. Princeton, N.J.: Educational Testing Service, November 1971. YC

In its second year, Sesame Street continued to be successful in teaching certain basic facts and skills to 3-, 4-, and 5-year-old viewers. Teachers suggested more frequent viewers of the first-year Sesame Street Programs were better prepared for school than the non or infrequent viewers. The program has a positive effect on all age levels for which it is designed.

Burnham, Brian. Evaluating An Alternative to "Junior Kindergartens": Research on Four-Year-Olds who enrolled in regular kindergarten classes in York County, 1969-1972. Aurora, Ontario: York County Board of Education, 1973. YC

This research paper traces the York County's decision to place 4-year-olds and 5-year-olds in a common kindergarten, to extend an early childhood education opportunity at minimal cost.

Two studies have been undertaken to evaluate the outcome of early schooling on the child and on the early admission population of York County Research to date has provided data for judging the past performance and future utility of this alternative. By grade 2 the seniors showed a small edge in the mathematics tests. In spelling and reading, the juniors had a small margin. Results thus concluded that "the groups performed comparably on the grade 2 tests." A follow-up study of "not promoted to grade 1" early admission pupils is also reported.

The writer adds some questions are yet to be answered before agreement on purposes and practices of early education could be reached.

Buros, Oscar Krisen (ed.) Mental Measurements Yearbook (7th ed.) New Jersey: Gryphon Press, 1972. YC

The MMY series is designed to help test users from various disciplines to make use of standardized tests. The Yearbook provides information, reviews and bibliographies. Of special interest to early educators is a collection of "readiness" tests covering different aspects including: inventories to determine kindergarten and school readiness, developmental tests, reading readiness, etc. These may be used for children under six.

The Professional Development Library has the fifth (1959), sixth (1965), and seventh (1972) editions.

Busse, Thomas V., et al. Environmentally Enriched Classrooms and the Development of Disadvantaged Preschool Children. Office of Economic Opportunity, Washington, D.C., 1970: 67 p. NY

This study evaluates the effects of placement of additional equipment in preschool classrooms on the cognitive, perceptual, and social development of urban Negro four-year-old children. It concludes that since both desirable and undesirable effects can result from environmental enrichment, the more extravagant claims for the efficacy of certain play materials should be muted and a properly equipped classroom should not be regarded as a panacea for the problems of disadvantaged children.

Butler, Annie L. Current Research in Early Childhood Education: Compilation and Analysis for Program Planners. Washington, D.C.: American Association of Elementary-Kindergarten-Nursery Educators, NEA Center, 1970. YC

An increased interest in early childhood education since the 1960's has resulted in much research work undertaken to define values and to evaluate programs. This compilation of research materials serves as a guide to available literature and current innovative programs. Divergent viewpoints are presented, as the writer says, "Philosophies are different, programs are based on different learning theories, and outcomes of research are contradictory." An extensive bibliography follows the content.

Dilling, H.J. and Vernon, Ruth. Evaluation of the Junior Kindergarten Program in Scarborough. Scarborough, Ontario: The Board of Education for the Borough of Scarborough, Research Department, 1971. YC

A survey project was undertaken to determine the effects of the Junior Kindergarten program on children. Senior and Junior Kindergarten teachers were asked to evaluate the program. The report concluded that children who had had participated in such programs displayed "positive tendencies" in the Senior Kindergarten year. Junior Kindergarten teachers responded favourably to this early education opportunity and listed certain advantages: language development, physical development, elimination of negative tendencies and development of skills and talents.

Ellis, E.N., Reid, Marilyn J. and Hoen, Robert R. The Impact of Sesame Street on Primary Pupils in Vancouver. The Vancouver School Board, Department of Planning and Evaluation, July 1972. YC

The objectives of this study were to determine the extent to which pupils at the primary level view Sesame Street and The Electric Company television programs, and to assess the impact of these programs on learning. Questionnaires were sent to parents of kindergarten children and principals. Results concluded that regular viewers have a superior knowledge and understanding of letters, words, numerals, quantities, and shapes than infrequent viewers. Other advantages as observational skills, awareness of surroundings, broader interests, greater sensitivity, and consideration for others have been reported by teachers.

Fowler, William. The Development of a Prototype: Infant, Preschool, and Child Day Care Center in Metropolitan Toronto. Year 1 Progress Report: Program Development. Toronto: Ontario Institute for Studies in Education, (n.d.). YC

This report covers two topics: (1) program development for Year 1; (2) issues and perspectives. Program development in three major areas of activity, namely, physical caregiving, guided play learning, and free play activities, is described. Guidelines are given for setting up a program. This report has also raised some important issues summarized as follows:

1. Quality Day Care vs Babysitting;
2. Staff Rotation vs Children's Need for Stability of Adult-Child Relations;
3. Inservice Training of Infant-Child Care Staff;
4. Conflicting Practices between Home and Day Care;
5. Quantity and Quality of Physical Space.

____. Longitudinal Study of Cognitive, Socio-emotional, and Physical Development of Children Between Six Months and School Age. Paper presented at the Ontario Educational Research Council Annual Meeting. Toronto: Ontario Institute for Studies in Education, 1972. YC

The importance of early experience for later development is supported by research studies. This paper describes the longitudinal study and the program at the Woodbine Day Care Centre in Toronto. Areas explored included the design of the study, the nature of the program of stimulation, continuous evaluation and developmental monitoring of children's progress, in-service education of day care staff, and continuing program of parent guidance activities.

At the time of the presentation of this paper, only limited data is available.

Garthson, Judy and Crawford, Patricia. Early Education -- An Appraisal of Research. Toronto: The Board of Education for the City of Toronto, Research Department, 1970. OISE

The amount of research on early education programs is massive. This present survey of literature was carried out "in an attempt to clarify the existing state of affairs and to isolate the relevant issues." The writers reviewed those studies on the disadvantaged child. They related briefly the growth of the early education movement. Research studies conducted to evaluate the Head Start and other programs including the Moore, Montessori, Bereiter and Engelmann, Perry Preschool Project, Gray and Klaus' Early Training Project and the Brunswick Cornwallis Project were described. The writer concluded that programs directed towards limited aspects of the child's development have had success in those areas for a limited time. There are as yet no simple answers to the lasting merit of any of these programs.

Goldsborough, Harriett. Kindergartens in Canada: a survey of some pre-grade 1 programs in publicly-supported school systems. Toronto: Canadian Education Association, 1972. YC

In view of the current interest in early education, the CEA has conducted a country-wide survey of fifty school boards. This report provides information on enrolment, admission policy, class ratios, staff and experimental projects. It also includes a summary of current provincial legislation and regulations for the establishment of kindergartens and junior kindergartens. This is a useful guide for school administrators and curriculum/program planners.

Guthrie, P.D. and Horne, Eleanor V. School Readiness Measures: An Annotated Bibliography. Head Start Collection, Educational Testing Services, Washington, D.C., Department of Health, Education, and Welfare, Office of Child Development, 1971. YC

This is a review of currently available general school readiness measures. The annotation of thirty-seven tests "provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization."

Hoepfner, Ralph, Stern, Carolyn and Nummedal, Susan G. CSE-ECRC Preschool/ Kindergarten Test Evaluations. California: UCLA Graduate School of Education, 1971. YC

The purpose of this monograph is to extend the use of the MEAN test evaluation system (developed by the Center for the Study of Evaluation) to commercially available tests for preschool and kindergarten children. MEAN reflects four critical areas of concern to test users: Measurement validity, Examinee appropriateness, Administrative usability and Normed technical excellence. This book provides two evaluation sections: Preschool and Kindergarten. A tabular format is adopted to provide maximum information in an organized and readable manner.

Kamii, Constance. An Application of Piaget's Theory to the Conceptualization of a Preschool Curriculum. Ypsilanti School District, Michigan. May 1970: 57 p. NY

A Piagetian preschool emphasizes the child's active construction of mental images rather than passive association of words and pictures with real objects. Piaget's distinction among physical, social, and logico-mathematical knowledge and representation guides the teacher in deciding when to answer a child's specific questions and when to leave the question open for the child to find the answer. The basic principle to keep in mind is that play is the most powerful ally on the teacher's side. A curriculum which reflects an understanding of the nature of intelligence from Piaget's biological perspective will define its long term goals first and then proceed to conceptualize its short term goals.

Loye, David. Research at ETS: Projects and Publications, Princeton, N.J.: Division of Psychological Studies, Educational Testing Service, 1970. YC

This is a survey of research studies undertaken at ETS covering the period from 1968-1969. These studies are broadly categorized into sections: (1) Psychological Research; (2) Educational Applications; (3) Theories, Methods and Systems Research, and; (4) Publications and Speeches. Of special interest to early childhood educators is the sub-section, "Early and Primary Education." The cognitive skills of children, impact of preschool television, school readiness and project SEARCH (Sequential Enrichment and Reading for Children) are analyzed and discussed.

Martin, Carol J. Primary Priorities: Some Information and Attitudes from Educators and Parents of Ottawa Kindergarten and Grade 1 Children on "Activity Areas and Goals of Education." Ottawa, Ontario: The Ottawa Board of Education, Research Centre, October 1972. YC

This report is based on a questionnaire entitled "Activity Areas and Goals of Education" to explore the purposes of learning the background of parents and children, and opinions of parents and educators about the goals of education. The major goals are similar for parents, teachers, and principals, in the order of ranking.

In "Activity Areas," there is a general agreement on English language arts and mathematics as the most important areas of study. Another section of the report deals with the differences in goals between parents of French immersion and regular class children and differences in goals by parents' education level.

The writer suggests a need to maintain the dialogue between parents and educators on goals and interests.

Palmer, Judith. A Survey of "Pre-School" Education with Emphasis on Research Past, Present, and Future. Toronto: The Board of Education for the City of Toronto, Research Department, 1966. OISE

The writer traces the beginning of the early education movement in different countries. She establishes the need for junior kindergarten as during the preschool period the child is highly motivated by his desire to become himself, to express himself as a worthwhile free agent, to develop his interest in other children, his urges for physical activity and his readiness to accept direction. Research conducted to date attempted to explore these areas: why early education program is needed and what has been discovered, the effect of junior kindergarten on IQ, social development, behaviour and personality achievement. However, benefits supposedly forthcoming from junior kindergarten have not shown up conclusively in the research, the writer adds.

Priorities and Expenditures Committee Recommendation on Primary Education. Burlington, Ontario: The Halton County Board of Education, September 1972. YC

Primary education is regarded by this Committee as "the top priority" for the County. It lists the areas in which emphasis should be laid and makes recommendations. A Task Force, it suggests, should be set up to develop, implement, and evaluate the primary program. Other topics of interest dealt with include the model for organizing the Task Force, Program Development, Research Evaluation, staffing and training.

Progress Report of the Committee on Early Admission of Children to Kindergarten. Scarborough, Ontario: The Board of Education for the Borough of Scarborough, January 1972. YC

A committee was set up to consider a new approach to the admission of children to kindergarten and their progress through primary grades. This committee report consists of the following parts: a questionnaire to determine the opinions of kindergarten teachers toward early admission; the method by which children should be chosen for admission; and, a study of family grouping.

Reich, Carol. Preschool Education for Inner-City Children: Preliminary Results of An Experimental Montessori Programme. Toronto: The Board of Education for the City of Toronto, Research Department, November 1971. YC

A group of 3- and 4-year-old inner-city preschool children attended a Montessori Nursery Program from January to June 1971. This report presents a preliminary evaluation of the program. Data were gathered from mothers of these children and tests of various aspects of the children's mental development conducted. In general, children benefited from this experience. The writer also discussed problems of generalizing from other research on inner-city children. She warned against making wholesale generalizations from superficial measures.

Rogers, Rex S. The Effect of Having Previously Attended Junior Kindergarten on "Draw-a-Classroom" Test Scores Obtained in Senior Kindergarten. Toronto: The Board of Education for the City of Toronto, 1968. YC/NY

In Toronto, many children begin their schooling in Senior Kindergarten without having attended Junior Kindergarten, thus making it possible for the effects of attendance or non-attendance at Junior Kindergarten or Senior Kindergarten scores to be evaluated. Effects have been shown by conventional academic measures, and it was of interest to discover whether or not similar effects would be found with the Draw-a-Classroom test. The D.A.C. test scores change with the age of the child being tested. This report shows the degree to which exposure to Junior Kindergarten is reflected in the scores of children who attended compared to those who did not.

Smothergill, Nancy L. The Preschool Child's Ability to Follow Directions. Syracuse University, N.Y. Syracuse Center for Research and Development in Early Childhood Education. November 1969: 17 p. NY

The first of this series of studies on the ability of young children to follow directions was designed to find out which is easier for a preschool child: to follow directions given only by demonstration or given only verbally. A second study investigated children's ability to follow either novel or additive sequential directions. A replication-extension of this study showed that use of incentive did not increase the number of directions remembered. In another study, conditional directions scaled from easy to difficult were used. A map study involved the need to follow symbolic code directions.

Stennett, R.G. Entrance Age and Preschool Education: Background Papers. London, Ontario: London Board of Education, Educational Research Services, 1973. YC

This is a set of papers covering the following seven topics: (1) Entrance Age; (2) Early Entry for Gifted Children; (3) Screening for Admission; (4) Multiple Entry Dates; (5) Brief History of Early Childhood Education in England and North America; (6) Preschool Compensatory Programs; and (7) Universal Preschool Education. They are based primarily on secondary sources.

Survey of Kindergarten Readiness. Toronto, Ontario: The Board of Education for the Borough of North York, Department of Psychological Services, 1972. YC

The objective of this survey is to investigate the acquired skills and nature of the incoming kindergarten population, and to compare similarities and differences among the various socio-economic sub-groups of the total sample. Results suggest that the performance of children in a number of tests correspond to their socio-economic status. More girls are ready to begin kindergarten. In terms of overall readiness, all socio-economic groups have approximately 70% of children with "satisfactory" skills to begin kindergarten.

CURRICULUM RESOURCES:

EPIE Information Unit on Early Childhood Program. EPIE Institute, New York; Far West Laboratory, San Francisco, 1973. YC

The Early Childhood Information Unit consists of eight filmstrips and four cassettes. These provide summaries of diversified programs for preschoolers to grade 3 and how they work in the classroom. The areas explored include goals and objectives, content and materials, classroom activities, parent involvement, professional and paraprofessional training, program development and evaluation. This kit is designed for education administrators and parents. The following description gives a brief outline of the programs: -

1. The Engelmann-Becker model aims at developing readiness skills in reading, language and arithmetic, and to offset progressive retardation.
2. The Cognitive Curriculum is based on Piaget's developmental theory. It is designed to teach cognitive skills.
3. The Behavior Analysis Model focuses on measurable behavior or performance of children.
4. The Open Education Model is implemented for the development of the "whole child" -- his social/affective development as well as academic/cognitive growth.
5. The Tuscon Early Education Model is concerned with the development of intellectual skills, language competence, motivation, social and academic skills.
6. The Darcee Model develops skills necessary for success in later grades, sensory, abstracting and response skills. Parent-training is regarded as an important part of the program.
7. The Bank Street Model is designed to develop children's positive self-image and a sense of self-direction in learning.
8. The Responsive Model provides a learning environment that responds to the needs and interests of children.

Education of the infant and young child: empirical data and theoretical issues. (Phonotype) Washington: American Association for the Advancement of Science, 1969. OISE

This is a collection of four cassettes arranged by Victor H. Denenberg. Session I: Theoretical issues in intervention strategy; Early deprivation in biological perspective; Effects of group rearing conditions during the preschool years of life.

Session II: Need for early and continuing education; Early enrichment in infants; and discussion between Jerome S. Bruner and Robert Orton.

Griffin, Louise. Books in preschool; a guide to selecting, purchasing, and using children's books. Washington: National Association for the Education of Young Children, 1971. OISE

This is a collection of textbooks for preschoolers.

Nummedal, Susan G. User's Guide to CSE Preschool/Kindergarten Hierarchial Objectives Charts. Los Angeles, California: Centre for Study of Evaluation, and the Early Childhood Research Centre, 1971. YC

This set of charts provides a comprehensive hierarchy of goals and objectives for preschool programs. The 21 major goal categories are designed to cover a broad range of areas and specific aspects of development: personality, cognitive and social developments, motivation, physical coordination, readiness skills, etc. Within each broad category there are subcategories for more detail, specific objectives. These charts are useful for curriculum planning and assessment.

Organizing free play (Motion Picture) U.S. Office of Economic Opportunity, 1967. OISE

This film shows how to organize a Head Start Program based on the concept of free play. It uses actual situations to describe the curriculum, the organization of equipment, and essential techniques to be used in teaching the disadvantaged preschooler.